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ABSTRACT

A review of research data focused on the effects of parental involvement on children's reading achievement and ways in which parents can help promote children's reading achievement. The review included 35 studies (which are briefly summarized) of (1) parents' attitudes about their involvement in their child's education, (2) the positive effects of parent/teacher interaction on children's reading achievement, (3) parental practices at home that influence children's reading achievement, (4) the effects of parental involvement in the classroom on children's reading achievement, and (5) ways to educate parents about guiding their children in effective reading activities. Results of the review indicated that children's achievement can be increased through parental involvement and parent/teacher interaction. Parent attitude surveys revealed that most parents want to be involved in their children's education. Reading to children and listening to them read for 10 minutes daily were found to be the most significant ways parents could increase their children's reading achievement. Findings also indicated that parents can also affect children's achievement by playing educational games, going to the library, and viewing educational television programs with them. Results showed that educating parents to guide their children's reading at home often increases children's reading achievement. (Lists of recommendations for parents and teachers are included, as well as a four-page bibliography.) (JD)

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PARENTAL INVOLVEMENT EFFECTS READING ACHIEVEMENT OF FIRST, SECOND, AND THIRD GRADERS

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INTRODUCTION

"Learning to Read" is considered by parents and teachers to be the most important educational objective for children (Duff, 1981, p. 207) and (Silvern, 1985, p. 44). As teachers face demanding challenges to increase children's achievement in reading (A Nation at Risk: The Imperative for Educational Reform, 1983) they should give particular attention to the involvement of parents (Silvern, 1985, p. 44).

Boehnlein (1985) stated that in the late 1960's federal funding began to require parent involvement in Head Start and later in the 1970's for the Right to Read program. The results of parent involvement in the programs were positive and led to ever increasing ways of encouraging parent participation.

Therefore, emphasis needs to be put on what parents may do in interacting with their children. It is proposed that such interaction would have the potential to increase the children's academic achievements in reading (Bloom, 1980, p. 385). Even though many parents are willing to cooperate, they are unaware of strategies and methods to follow to help their children improve reading skills (Burket, 1982, p. 6). Therefore, teachers need to be informed and ready to initiate direct involvement of parents in improving their children's reading skills, both

in the primary classroom and in the home (Epstein, 1984, p. 124).

STATEMENT OF THE PROBLEM

Parents are a great untapped resource that could be used to improve pupil reading achievement. Most parents are unaware of their potential ability to aid their children's reading development. At the same time, many teachers have not recognized the importance of parents in nurturing their children's reading skills. These factors served as the basis for the organization of this study.

PURPOSE OF THE STUDY

The purpose of this study was to review research on parent involvement in reading and to discover positive ways in which parents could participate in promoting reading achievement with their children. By reviewing research in this area, teachers and parents can make comparisons and formulate conclusions about materials and methods needed to enhance the reading abilities of children in first, second, and third grade.

ORGANIZATION OF THE STUDY

This review of research has been divided into five parts. The first section investigates attitudes of parents toward education and whether they should be involved in their child's education. The second part reviews research involving parent/teacher contacts that

increase reading achievement in children. The third section of this review investigates parent practices in the home that influence reading achievement. The fourth part deals with parent involvement in the classroom and its effect on reading achievement. The final section demonstrates ways of educating parents to guide their children in reading activities that have the potential to increase reading achievement.

The annotations in each section have been arranged by year - earliest to most recent.

LIMITATIONS OF THE STUDY

The research on this subject was limited in several ways. First, the literature on parent participation has been voluminous, but only a small portion provides specific research information about the effectiveness of parent participation in the education of their children.(Eric/ CUE Digest, No. 27, p. 4). Second, conditions cannot be controlled as in the laboratory, and the validity is threatened in many ways (Tizard, 1982, p. 10). Third, most studies were short termed and, therefore, limited. Finally, a good representation of available material on the topic is incorporated into this study to make it valid, although more information would have made evidence and data more concrete.

GLOSSARY

Academic achievement - Knowledge attained or skills developed in the school subject, usually designated by test scores. (Good, 1973, p. 7)

Analysis - The process of resolving any problem or situation into its component elements (Good, 1973, p. 29).

Comprehension - The act of understanding the meaning of printed or spoken language as contrasted with the ability to perceive and pronounce words without reference to their meaning (Good, 1973, p. 123).

Contact - A conference, a telephone call, a note or other written communication between a teacher and parent (Iverson, 1981, p. 395).

Home environment - Refers to the quality and quantity of educationally stimulating experience afforded the child by parents (Iverson, 1981, p. 394).

Parent/teacher conference - The face-to-face communication between a child's teacher and his/her parent for the purpose of exchanging information and suggestions to faciliate the child's development (Good, 1973, p. 127).

Pupil - One who attends a school of elementary level (Good, 1973, p. 461).

Reading achievement - Attainment in any of a number of reading skills, habits, and attitudes; usually estimated by performance on some criterion measure such as formal or informal reading tests (Good, 1973, p. 7).

Socioeconomic - The background or environment indicative of both the social and economic status of an individual or group (Good, 1973, p. 542).

Survey - An investigation of a field to discover current practices, treads, and/or norms (Good, 1973, p. 553).

ANNOTATIONS

PARENT ATTITUDES

Granowsky, A., Middleton, F., and Mumford, J. "Parents as Partners in Education," The Reading Teacher, 32 (April 1979); 826-830.

This study dealt with parents' attitudes about sharing the responsibility of their children's reading achievements with the school. A survey was taken of parents in 136 elementary schools in Dallas, Texas. These schools all reported 100% representation by parents at parent conferences. A high percent were upper socioeconomic level schools. The findings showed that: 90 percent of the parents felt that the education of their children should be shared by the school and home; and 91 percent wanted to learn how to monitor their children's reading at home.

Goldenberg, Claude N. "Low-Income Hispanic Parents' Contributions to the Reading Achievement of Their First Grade Children." Paper presented at the Meeting of the Evaluation Network/Evaluation Research Society. San Francisco, California. (October 10-13, 1984). ED 264 081

Goldenberg interviewed 15 low-income Hispanic parents of 9 at-risk pupils in a southern California school district. The study found that all 15 parents valued educational achievement and wanted to be involved with their children's reading. Each: 1) was interested in their child's progress; 2) believed that achievement came through individual effort and persistence; 3) was willing to help child at home; 4) was willing to respond to a teacher's suggestions; and 5) would attend parent-teacher conferences.

Chavkin, Nancy F. and Williams, David L., Jr. "Parent Involvement in Education Project." Final Report for the Southwest Educational Development Lab, Austin, Texas. (November 30, 1985). ED 266 872.

The Parent Involvement in Education Project (PIEP) conducted a comprehensive six year study of the attitudes of parents about parent involvement in their children's reading achievement. Some of the schools in the larger cities of six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) were sites where survey questionnaires were distributed to over 1,020 parents, 59 percent white and 41 percent minority. The survey results in order of importance to the parents were: 1) wanted to spend time helping child get best education; 2) wanted to cooperate with child's teacher; 3) should make sure child does homework; and 4) wanted teacher to give ideas about how to help child with reading at home.

TEACHER/PARENT CONTACTS

Grimmett, Sadie A., and McCoy, Mae. "Effects of Parental Communication on Reading Performance of Third Grade Children." The Reading Teacher, 34 (December, 1980): 303-307.

Grimmett and McCoy designed a study using only written materials sent by mail to parents to find out if indirect involvement by SES parents would increase reading performance in 84 third grade pupils in one Florida school. All the pupils were in the remedial reading program for disadvantaged children (Title I). The 84 pupils were placed into one of four groups and designated as: Group 1 - descriptive, communications (DC), in which the parents received instructions, a reading booklet, and communication forms; Group 2 - the parents received the reading booklet and communications forms (D); Group 3 - the parents received only the communication forms (C); and Group 4 - the parents received only forms with spaces for names and phone numbers (N). During the first week of school the Gates-MacGinite Reading Test, Primary C, Form I for vocabulary and comprehension was given. At the end of two months Form II of the same test was administered. At the beginning of the study no significant differences showed up among the four groups. However, the posttest revealed significantly higher reading scores among the pupils in the DC group than the other three groups. The DC group of parents had returned 50 communication papers to the teacher in two months, while during the same time the C group of parents had returned 15 papers, the D group of parents had returned one paper, and the N group had returned one paper.

Iverson, Barbara K., and others. "Parent-Teacher Contacts and Student Learning." Journal of Educational Research, 74 (July-August 1981): 394-396.

Iverson examined the effect of parent-teacher contacts on the reading achievement of 398 pupils who were reading one to two years below grade level in grades one to eight. Most of the pupils were black. The central hypothesis was that home environment influenced classroom learning. "Contact" was defined as a conference, a telephone call, a note, or other written communications between the parent(s) and teacher. Regular contact included: pupil's progress and how parents could be useful in reinforcing school learning at home. The pretest and posttest scores of the CAT achievement test showed that increasing the number of contacts for young pupils (grades 1-3) made significant gains in reading during a seven months period of time.

Becker, Henry Jay and Esptein, Joyce L. "Parent Involvement: A Survey of Teacher Practices." The Elementary School Journal 83.2 (November, 1982): 85-102.

The study of a survey of 3,700 elementary teachers in about 600 schools in Maryland showed the most effective forms of contact they had with parents that would encourage parents to participate in reading at home with their children. The most successful practice seemed to be contracting with parents to read or listen to the child read for 10 minutes each day. Others were: assignments for parent and child to watch a special television program and then discuss the show together, and to send home games and activities that related to schoolwork.

Epstein, Joyce L. "Effects of Teacher Practices of Parent Involvement on Change in Student Achievement in Reading and Math." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisana. (April 23-27, 1984). ED 256 863

The study by Epstein focused on the effect over one school year of teacher practices involving parent/teacher contact and the effect it had on pupils' reading achievement. She gathered data from 293 pupils in third grade in Baltimore, Maryland. The California Achievement Test was given in the Fall of 1980 and again in the Spring of 1981. The pupils were in the classrooms of 14 teachers who ranged in their emphasis from confirmed leaders to infrequent users to non-users of parent involvement in learning activities at home. The test results showed that pupils whose teachers involved parents often made greater gains in reading achievement than did pupils whose teachers involved parents seldom or not at all.

PARENT PRACTICES AT HOME

Ryan, Elizabeth M. "A Comparative Study of the Reading Achievement of Second Grade Pupils in Programs Characterized by a Contrasting Degree of Parent Participation." Doctoral Thesis. Indiana University, (September, 1964).

This study compared the reading achievement of middle-class second graders in an experimental group which had planned parent/child home activities as part of the reading program and the control group which did not have a planned program involving parents in the reading program. The Stanford Achievement Test for word meaning and the Ginn Second-Grade Readiness Test were administered in October, 1963, and again in March, 1964, to the experimental group of 116 second graders as well as the 116 second graders in the control group in elementary schools in Evansville, Indiana.

The parents in the experimental group had their children read three or more books per week and go with them to the library two to three times a month. The findings showed that the experimental group was significantly superior to the control group on the word meaning test at the .01 level.

Dix, Margarete. "Are Reading Habits of Parents Related to Reading Performance of Their Children?" Paper presented at the Annual Meeting of the National Council of Teachers of English-66th, Chicago, Illinois. (November 25-27, 1976). ED 133 693

Dix wanted to determine whether the behavior of parents are related to reading achievement of their children. She made up a 36-item questionnaire which was sent to 213 parents of children in the STARR (Students Are Reading Right) reading program in grades one through six at two elementary schools in Neenah, Wisconsin. The responses on 148 questionnaires were analyzed after having been divided into two groups: parents of good readers (children gaining at least 1.5 grade levels in total reading during the school year 1975-76) and parents of poor readers (children gaining less than 1.5 grade levels in total reading during the same school year.)

The Gates MacGinitie Reading Test vocabulary and comprehension was administered in the Fall and Spring to determine the two groups. Results showed that parents of good readers are themselves good readers, present good reading models, read for pleasure themselves, used television selectively, encouraged creativity, read to their children, subscribed to two or more newspapers, and gave their children a wide variety of background experiences.

Lamme, Linda, and Olmsted, Pat. "Family Reading Habits and Children's Progressing Reading." Paper presented at the Annual Meeting of the International Reading Association-22nd, Miami Beach, Florida, (May 2-6, 1977). ED 138 963

Lamme examined the influences of parent behavior on children's reading achievement. Thirty eight low-income white children and their parents from nine first grades that participated in the Florida Parent Education Follow Through Project were interviewed and observed by videotaping. Findings were: that the availability of books from various sources (home, school, and library) were significantly related to reading achievement scores; and that parents of the low-achieving children corrected their children in negative ways more often than did parents of high-achievers. Lamme stated that too few forms were returned. She suggested more baseline data needs to be gathered on this topic of home and pupil reading achievement.

Bloom, Benjamin S. "The New Direction in Educational Research: Alterable Varibles." Phi Delta Kappan 61.2 (1980): 382-385.

Bloom reported in 1980 the findings of his study that emphasized what parents do in interacting with their children. Interviews and observational techniques were used to investigate the environmental process variables in the home (the interaction between children and parents). The most significant home environmental variables are: contribution of the mother tongue; encouragement of the child to learn; provision of help in learning when the child most needs it; and ways in which time and space are organized. These variables when combined correlated +.70 to .80 when compared with school achievement in reading.

Walberg, Herbert J., Bole, Robert E., and Waxman, Hesholt C. "School Based Family Socialization and Achievement in the Inner City," Psychology in the Schools, (Fall 1980): 509-14.

Operation Higher Achievement was led by Albert Briggs at the Grant School in Chicago, an inner-city public school. A steering committee made up of school staff members and parents first formulated seven program goals - one being "increasing parents awareness of the reading process" which was derived from a parent survey. The committee wrote contracts for staff members, parents and pupils to be followed during the school year. Parents pledged to provide: a quiet, well-lit place in the home for study each day; expressions of affection; conversation about everyday events; joint analysis of television viewing; and cooperating with the teacher on matters of schoolwork. The success of this program showed that inner-city pupils could match middle-class pupils in academic achievement when educators and parents worked cooperatively in pursuing joint goals in reading.

Hewison, Jenny and Tizard, J. "Parental Involvement and Reading Attainment." British Journal of Educational Psychology 50 (1980): 209-215.

The research reported by Hewison focused mainly on characterizing parental behavior and its effect on reading attainments of seven and eight year old children. Two separate studies were conducted (group of 63 and then 100). All the children were from homogeneous white working-class families of one given community. The Southgate Reading Test I was administered to obtain reading scores. Group I resulted in showing that children whose mothers regularly read to the child scored higher on reading tests than children whose mothers did not listen to the child read. Group II showed that children whose mothers listened to the child read (47 children) scored higher on reading tests than children whose mothers read to them (53 children). The difference was very great, 36 percent of the variance in the scores. The study left unanswered the question as to why some parents listened to their children and others did not.

Tizard, J. and others. "Collaborating between Teachers and Parents in Assisting Children's Reading." British Journal of Educational Psychology, 52 (February 1982): 1-15.

This two year study was designed to assess the effects of parental involvement in the teaching of reading. The research team had randomly chosen two primary classes in each of six multiracial inner-city schools in Haringey, London. Pupils in one class in each school took a book home to be read to a parent 2 to 4 times weekly. The other class at each school did not read to parents at home. Two classes in two other primary schools were chosen where pupils were given extra reading instructions in school in groups of 4-5 pupils for reading skills and oral reading individually 1-2 times weekly. All three groups were tested before the experiment, at the end of the two years, and one year later. The tests used were: Southgate Group Reading and Spooner Group Reading Assessment: word recognition, reading comprehension, and phonics. The cross-sectional analysis showed a highly significant improvement by children ages 6-9 who received extra practice at home with parents. No such improvement was noted by children in the control group, or the children who received extra help at school in reading.

Moles, Oliver C. "Synthesis of Recent Research on Parent Participation in Children's Education." Educational Leadership, 40 (November 1982): 44-47.

Mole did a synthesis of fifteen research studies from 1978-1982. The highlights from the surveys on parents' activities at home showed that the most used techniques by parents with their children were in order of ranking: 1) parents listening and praising their children's reading; 2) discussing television programs which were observed together (based on teacher suggested guidelines); and 3) family games that related to school work.

Silvern, Steven. "Parent Involvement and Reading Achievement: A Review of Research and Implications for Practice." Childhood Education 62.1 (September-October, 1985): 44-49.

Silvern reviewed 30 studies which identified parental practices that positively increased children's reading achievement. First, children whose parents read 8-10 minutes daily exhibited more positive attitudes and higher reading levels than did children whose parents did not read to them. Second, children who talked about the story after reading it and asked more questions during the reading process had higher performance scores than children who did not ask questions. Third, children whose parents initiated talk with their children about a story they had read showed significantly higher reading achievement scores and higher development of concepts than children whose parents did not discuss the story.

PARENT INVCLVEMENT IN THE CLASSROCM

Wellisch, Jean B. "An In-Depth Study of Emergency School Aid Act Schools: 1974-1975." Santa Monica, California: Systems Development Corporation, (1976). ED 133 361

Wellisch and the rest of the research team classified all 24 Emergency School Aid Elementary Schools in the Santa Monica, California area successful or non-successful by the reading achievement of each school's pupils. The findings showed that the successful elementary schools involved parents in the classroom as volunteers or paid aides.

Bayliss, Sarah. "Study Supports Case for More Parental Involvement." London Times Educational Supplement 3561 (September 28, 1984): 6.

Bayliss reported the results that Rennie and Robinson shared at the South of England National Association for Primary Education. One thousand 7-9 year olds from poor working class homes in Coventry Schools ranked at least as high in reading as middle-class children from other schools. However, other 7-9 year olds from poor working class homes in other schools were 3 to 4 years behind the Coventry School children, the difference being that Coventry school had implemented a parent/child reading program, as well as weekly "family" assemblies which were simple occasions for pupils to sing, read and celebrate birthdays.

Comer, James P. "Parent Participation in the School." Phi Delta Kappan 67.6 (February, 1986): 442-46.

In 1969, the 32nd New Haven School of 33 schools in standardized achievement ranking was chosen to do this study. By fourth grade its pupils were 19 months below grade level in reading. The Yale Child Study Center Team went into the school and organized a parent participation program. By 1984 with no significant change in the socio-economic make-up of the pupils, the school tied for third in academic achievement in reading (averaging 7 months above grade level) among 26 schools in the city. Parents who could gave 10 hours per week at minimum pay assisting teachers. The involvement of parents had a positive effect in increasing reading achievement.

EDUCATING PARENTS TO HELP GUIDE CHILDREN IN READING

Clegg, Blanche Edwards. "The Effectiveness of Learning Games Used by Economically Disadvantaged Parents to Increase the Reading Achievement of Their Children." Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, (February 26, 1973). ED 085 656

This study examined the effectiveness of individually planned learning games used by 30 low-income second grade children and their parents in Seattle, Washington. Clegg developed eight games for this experiment. She taught one game per week to parents during an hour meeting at the school. The parents were instructed to play the game with their children 3 times a day (total of 30 minutes) for six days per week.

A pretest and posttest used for reading achievement (the Metropolitan Achievement Test and the Peabody Picture Vocabulary Tests) were administered to the experimental group and the control group. One of the findings was that pupils who played the parent-child games for eight consecutive weeks achieved scores that were significantly higher than those in the control group in vocabulary and composite reading; however, significant results were not found relating the learning games and reading comprehension. This may indicate either insufficient time for the games or inadequate content.

Stenner, Jackson A., and Siegfried, Muelier. "A Successful Compensatory Education Model." Phi Delta Kappan, 55 (December 1973): 246-248.

At the time of this report the Child Parent Center Program (CPC) had been in operation six years. It was funded through Title I by the Chicago Board of Education in areas characterized as high density of low-income families. Eleven centers with approximately 2,100 children, ages 3 through 9, offered up to six years of education.

Stenner found that the most effective of the four components of the CPC program was parent involvement in reading in the home and in the classroom. He stated that parent involvement accounted for approximately 20 percent of the variance in pupil achievement. Children with higher reading achievements were the ones whose parents attended training sessions at the center.

Breiling, Annette. "Using Parents as Teaching Partners." The Reading Teacher 30 (November, 1976): 187-92.

The Title I program in Montgomery County, Maryland, sent a survey to its parents of K-4 in 15 elementary schools in the Spring of 1974, asking what type of program parents would be interested in attending. The greatest response was to "Learning what things I can do to help my child with reading skills." Five meetings were planned on alternated weeks, Some of the goals for each meeting were to give specific materials and ideas for helping their children read at home; to give books written at child's reading level with instructions for child to read 10 minutes each day; to work on sequence and vocabulary; to make reading games to be used during each of the meetings and these taken home to be used with children; to be positive and encouraging when interacting with a child. The children had been tested at the beginning and end of the program on the Botel Word Recognition Test with usually a two month time span in between. In a few cases, more than an entire grade level of growth had been shown in sight vocabulary. A few had no gain reflected at all. However, the majority of pupils definitely showed more gain than would ordinarily be expected in a two month interval.

Wade, Benny B. "Parent Education--Does It Make a Difference?" Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association - 5th, Nashville, Tennessee, (February 6-9, 1980). ED 190 990

Wade tested the theory that educating parents to help guide their children with reading would increase the children's reading achievement. Thirty-five parents in the Dooly County, Georgia, school districts completed ten workshops on reading that were two hours in length. Parents were asked to work with their children 10 minutes per day for 30 weeks. A pretest and posttest of The Peabody Picture Vocabulary Test and the Comprehensive Test of Basic Skills were used to measure pupil growth in reading during one school year. The data showed no significant difference between the means of the experimental group and the control group at either the beginning or the end of the study. However, two years later the principal remarked that 8 of his third graders who had been in the experimental group earlier were achieving higher in reading than any third graders who had ever been in that school.

Searls, Evelyn F., Lewis, Marston B., Morrow, Yvonne B. "Parents As Tutors-It Works!" Reading Psychology 3 (1982): 117-129.

One of the effects that Searls and her partners researched was that of daily parental tutoring in reading. They studied 25 first graders and 25 second graders in a Florida Elementary School who were tutored by parents 20-30 minutes daily at home. The pupils in the controlled groups for each grade matched closely in reading level, age, sex, race and socioeconomic status (free lunch or reduced lunch) to the pupils in each of the two experimental groups. The Metropolitan Readiness Test was administered. The results were used to place pupils of equal status in the experimental group and the control group.

Parents of the experimental first and second grade groups attended a night or Saturday morning workshop. They first read a Primer for Parents (McKee, 1966), which helped them understand the task that children face in learning to read. Second, a filmstrip "Who Me? Teach Reading?" (Clouse, 1978) was shared which presented general suggestions to parents. Third, an audio tape which explained the content and use of the handbook was given each parent. Fourth, all the parents signed a contract agreeing to use the calendar activities with their children. A weekly calendar was sent for twenty consecutive weeks to each parent. The parent kept record of time and activities and returned the calendar each week. The parents were treated as partners with the teachers. After the twenty weeks the pupils were posttested with the Metropolitan Achievement Test. The results showed that parental tutoring over the 20 weeks contributed to an increase in pupil achievement in reading in the experimental first grade group beyond the .05 level but did not contribute to an increase in pupils' reading achievement in the experimental second grade group when compared to the control group.

Bartlett, R., Hall, J., and Neale, S. "A Parental Involvement Project in the Primary Schools of South Oxfordshire." Reading 18.3 (1984): 173-177.

Bartlett, Hall, and Neale in 1982 at the Trinity Primary School, Oxon, United Kingdom, implemented a six week program involving 19 remedial and dyslexic pupils with parents who interacted 8-10 minutes per day at home by reading to their children. At an evening meeting parents were instructed that: 1) criticism has no part to play in helping failing readers; 2) in order to read, children must take a risk; 3) it was helpful to the child to hear the text read before he/she attempted to read aloud; 4) "no", sighs and gritting teeth only discouraged the child; 5) supplying words as needed during oral reading would increase the child's success; and 6) teachers would advise whenever asked.

A Salford Reading Test was given initially and again after the six weeks project. The 19 pupils tested increased their reading achievement from 2 months to one year by the end of the six weeks project. The program was seen as successful and other schools decided to use the same program.

SUMMARY

Surveys have been gathered on parent attitudes in relationship to their responsibility to help their children learn reading. Granowsky in 1979 in Dallas, Texas, surveyed parents in 136 elementary schools. The findings showed that: 1) 90 percent of the parents felt that education of their children should be shared with the schools; and 2) 91 percent wanted to learn how to help their children read at home. In 1984, Goldenberg interviewed 15 low-income Hispanic parents of at-risk first graders in a southern California school district. All the parents shared that they valued educational achievement. Each parent was willing to help their child at home as well as to respond to suggestions from teachers. A year later Chavkin (1985) concluded a six year study of attitudes of parents in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. From 1,020 survey questionnaires that were returned the top priorities were: 1) wanting to spend time helping the child get the best education possible; 2) wanting to cooperate with the child's teacher; and 3) wanting the teacher to give ideas about how to help the child at home.

Research shows that parent/teacher contacts usually create an increase in pupil reading achievement. Becker and Esptein (1980), in a survey of 3,700 elementary

teachers in 600 schools in Maryland, found that most of the parent/teacher contacts occurred when teachers asked parents to: 1) read or listen to their children read for 10 minutes a day; or 2) watch a television program together. A second form of contact occurred when an educational game was sent home with instructions for parent(s) and child to play together. A year later Iverson (1981) examined the effect of parent/teacher contacts on the reading achievement of 398 pupils. Regular contact included: notes of pupil progress and ideas on how parents could reinforce classroom learning, telephone calls, and other written communications between the parent(s) and teacher. Results of testing using the California Achievement Test showed that increasing the number of parent/teacher contacts per pupil in grades one through three also increased the gains in reading achievement.

In 1980 Grimmett and McCoy designed and implemented a study using only written contact between parents and teachers of 84 third graders in one Florida school. All the pupils participated in the Title I program. The 84 pupils were divided into four groups: Group 1-had 50 contacts; Group 2-had 15 contacts; Group 3-had 1 contact; and Group 4 had 1 contact. The Gates-MacGinite Reading Test for vocabulary and comprehension scores showed that the pupils in Group 1 at the end of two months had

significantly higher reading scores than any of the pupils in the other three groups. Epstein (1984) drew the same conclusions as Grimmett when she used 398 third graders in Baltimore, Maryland elementary schools to study the effect of parent/teacher contact on pupils' reading achievements. Data were kept on fourteen teachers who ranged in their emphasis of asking parents to help at home with children's learning from confirmed leaders to infrequent users to non-users. The California Achievement Test given at the end of one school year showed that pupils whose parents and teachers had the greatest numbers of contacts also gained the greatest in reading achievement.

Researchers found that parent practices in the home have positive effects on pupil reading achievement. Ryan's research in 1964 involved middle class parents of 232 second graders. Parents had their children read three or more books per week to them and took their children to the library two or three times a month. The findings showed that the 116 pupils in the experimental group were significantly superior on the Stanford Achievement Test for word meaning at the .01 level as compared to the 116 pupils in the control group. Similar research was done by Lamme in 1977 with thirty-eight low-income white first graders and their parents. The findings showed that the availability of books from various sources (home, school and

library) was significantly related to the reading achievement scores of the pupils. Lamme stated at the conclusion of the study that too few forms were returned. She suggested more baseline data needed to be gathered on this topic of home and pupil reading achievement.

Dix (1976) compiled a 36-item questionnaire which she sent to 213 parents of children in the STARR (Students Are Reading Right) in Neenah, Wisconsin. She analyzed the 148 responses after dividing them into two groups: parents of good readers (children gaining at least 1.5 grade levels in total reading for one school year) and parents of poor readers (children gaining less than 1.5 grade levels in total reading during one school year). The scores from the Gates MacGinitie Reading Test for vocabulary and comprehension were used to determine the two groups. Parents of good readers were found to: 1) be good readers themselves; 2) present themselves as good reading models; 3) use television selectively; 4) encourage creativity; 5) read to their children; and 6) give their children a wide variety of background experiences. Bloom (1980) interviewed parents and observed the interaction between parents and children. He concluded that the most significant variables are: 1) encouragement to the child to learn; 2) providing help in learning when the child most needs it; and 3) ways in which time and space are organized in the home. Bloom found that these variables when com-

bined correlated +.70 to +.80 when compared with school reading achievement. During the same year Walberg in Chicago reported that inner-city parents in the Grant Elementary School pledged to provide: a quiet, well-lit place in the home for study each day; expression of affection; encouragement about their child's progress; conversation about everyday events; joint analysis of television viewing; and cooperation with the teacher on matters of schoolwork. The success of this program showed that inner-city pupils with help from parents could match middle-class pupils in academic achievement.

A third research study was reported in 1980 by Hewison. He conducted two separate studies. They focused on the mother's interaction with their children and the effect on reading attainment of seven and eight year old children (first to third graders) from homogenous white working-class families. The Southgate Reading Test was administered to obtain reading scores. The results of the first study showed that children whose mothers read to them scored higher than children whose mothers did not read to them. The second study found that the 47 children whose mothers listened to the children read scored higher than the 53 children whose mothers read to them. The difference was 36 percent of the variance in scores. Listening to the child read was more effective than when the parent did the reading. Two years later in London, England,

Tizard finished his two years of research involving parents listening to their children read. He tested three groups: Group 1 - pupils who took books home and read to parents 2-4 times a week; Group 2 - pupils who did not read to their parents; and Group 3 - pupils who received extra reading instructions in school in groups of 4-5 pupils. The scores on the Southgate Group Reading Test, Carver Word Recognition Test, and Spooner's Group Assessment for word recognition, reading comprehension and phonics showed Group 1 with a highly significant improvement in reading achievement. The other two groups showed no such improvement.

Mole (1982) did a synthesis of research studies involving parent practices with pupils reading achievement from 1978-1982. The most used practices by parents were: 1) listening to the child read and praising the child's reading; 2) discussing television programs together; and 3) playing educational games that related to school learning. Silvern in 1985 identified parental practices that increased children's reading achievement. First, pupils achieved higher when parents read to the child 8-10 minutes daily. Second, parents who allowed children to talk about and ask questions during the reading of the story achieved even higher. And third, children whose parents initiated talk with them about a story had the greatest achievement of the three.

A few studies have researched the effect of parent involvement in the public classrooms on pupils' reading achievements. Wellisch (1976) examined the 24 elementary schools in the Emergency School Aid program in Santa Monica, California. He formed two groups of schools, those successful in reading achievement and those unsuccessful in reading achievement. The successful schools had involved parents in the classroom as volunteers or as paid aides. Bayliss (1984) also reported success in increasing poor working class pupils (ages 7-9) reading achievement by implementing a program of parent involvement in an elementary school in Coventry, England. With parent participation the academic achievement of the pupils ranked as high as the achievement level of the pupils in the middle-class schools in Coventry, while poor working class pupils in other schools were 3-4 years behind in reading. Comer (1984) reported that in 1969 The Yale Child Study Center Team went into the school that ranked next to the lowest (32 out of 33) in achievement in the New Haven, Connecticut School System. They organized a parent participation program in the school. By 1984, with no change in the socioecomic make-up of the pupils, the school tied for third in academic achievement in reading among the 26 schools in the city at the time.

Most parents can and want to learn to guide their children in reading with a variety of activities. Clegg

(1973) examined the effectiveness of teaching parents of 30 low-income second graders in Seattle, Washington reading games to be played with their children at home 3 times a day (a total of 30 minutes). The parents met with Clegg for one hour each week to learn a new game for eight consecutive weeks. The data from the Metropolitan Achievement Test and the Peabody Picture Vocabulary Test showed that pupils who played the 8 games with parents achieved scores significantly higher than those in the control group in vocabulary and composite reading. However, the 8 games did not increase reading comprehension. Wade (1980) worked with parents of 35 first graders in Dooley County, Georgia. He directed 10 workshops. The main activity at home with the parent and child each week for 30 weeks consisted of the parents working with their children for 10 minutes each day. The results of the Peabody Picture Vocabulary Test and the Comprehensive Test of Basic Skills showed no significant differences between the means of the experimental group and the control group.

A study by Searls (1982) consisted of first and second graders and their parents. Research was done on the daily parental tutoring of reading. Twenty-five parents of first graders and 25 parents of second graders in a Florida elementary school participated in the experiment. The experimental group of parents attended a night or Saturday morning workshop. At the meeting the parents first

read a Primer for Parents (McKee, 1966), then viewed a filmstrip "Who Me? Teach Reading?" (Clouse, 1978). Next they listened to an audio tape which explained the content and use of the handbook given each parent. Last, all parents signed a contract agreeing to use the calendar activities chart daily for 20 consecutive weeks with their children. Parents recorded the amount of time and activities engaged in with their children. The data results of the Metropolitan Achievement Test showed an increase in pupil achievement in the first grade experimental group beyond the .05 level. However, the second grade experimental group did not increase achievement above the control group.

Three studies demonstrated that training parents of remedial readers usually increased the reading achievement of lower elementary pupils. Stenner (1973) reported on the success of the Child Parent Center Program (CPC) which was funded by Title I for 2,100 children ages 3 through 9 years old in Chicago. He found that the most effective of the four components of the program was training and involving parents with their children in reading. It accounted for approximately 20 percent of the variance in pupil achievement. The children with higher scores on the Metropolitan Reading Achievement Test had parent(s) who attended training sessions at the center. Breiling (1976) researched the effects of parent training on K through

4th grade pupils in the Title I program in 15 elementary schools in Montgomery County, Maryland. Five meetings on alternating weeks were attended by the parents. The goals for each meeting were: 1) to give specific materials and ideas for helping their children in reading at home; 2) to give books for children to read for 10 minutes each day; 3) to work on sequence and vocabulary; 4) to make reading games to take home and use with their children; and 5) to encourage positive interaction with parent and child. When the Botel Word Recognition Test was given at the end of the 2 months, the majority of the pupils definitely showed more gain than would ordinarily be expected in a two month interval.

A more recent study by Bartlette (1984) included 19 remedial and dyslexic pupils in a primary school in Oxon, United Kingdom. Parents were instructed at an evening meeting that: 1) criticism had no part to play in helping children learn to read; 2) it was helpful to the child to hear the text read before he/she attempted to read aloud, 3) the word "no", sighs and gritting of teeth only discouraged the child; 4) supplying words as needed during oral reading increased the child's success; and 5) teachers would advise whenever asked. At the end of the six week experiment, the Salford Reading Test showed that all 19 pupils had increased from 2 months to one year in reading achievement. Teaching parents proved to increase

reading achievement for these 19 pupils.

CONCLUSION

The research results reviewed above point to several factors which lead to improvement in the child's reading level through parent involvement with first, second and third graders. First of all, the surveys on parent attitudes showed that most parents want to be involved with their children's education. Next, research supports the idea that parent/teacher contacts can increase reading achievement. Likewise, certain parent practices in the home have a positive effect on reading achievement. The practice most often referred to is the parent reading to the child or listening to the child read 10 minutes daily. Other helpful practices include: 1) taking children to the library; 2) playing educational games together; and 3) viewing and discussing television programs together. Moreover research shows that parent involvement in the classroom creates a positive effect on reading achievement. Finally, educating parents to guide their children in reading at home most often increases reading achievement.

RECOMMENDATIONS FOR PARENTS

It is recommended that:

1. Parents and teachers have contact, be it written or verbal.
2. Parents listen to their children read at least 10 minutes a day.
3. Parents read to their children.
4. Parents take their children to the library two to three times a month.
5. Parents be good reading models to their children.
6. Parents view and discuss television programs with their children.
7. Parents give their children a wide variety of background experiences.
8. Parents ask teachers to send appropriate books home with pupils.
9. Parents provide a quiet, well-lit place in the home for the child's study each day.
10. Parents express affection daily.
11. Parents encourage talk about everyday events.
12. Parents cooperate with teachers on matters of reading.
13. Parents play educational games with children.
14. Parents allow the child to ask questions during the reading of a story.
15. Parents participate as volunteers in the classroom.

16. Parents ask for and attend workshops to be trained in guiding children in reading.
17. Parents remember that "no", sighs, and gritting of teeth do not help a child learn to read.
18. Parents supply words as needed when child is reading.

RECOMMENDATIONS FOR TEACHERS

It is recommended that:

1. Teachers keep in mind that most parents do want to help their child in reading.
2. Teachers send notes home with pupils about the pupils' progress in reading.
3. Teachers send books home with pupils with instructions for parents.
4. Teachers send home reading games with the pupils.
5. Teachers on occasion ask parents to view and discuss a television program with their child.
6. Teachers involve parents in the classroom in reading.
7. Teachers write contracts for parents and pupils.
8. Teachers ask parents to provide a quiet, well-lit place for pupils to study at home.
9. Teachers ask parents to listen to the child read 10 minutes daily.
10. Teachers organize and ask the parents to participate in workshops on reading.

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